



Hampton Elementary

PO Box 687

Hampton, South Carolina

Grades	4-6 Elementary School	
Enrollment	437 Students	
Principal	Eric D. Robinson	803-943-3251
Superintendent	Dr. Douglas E. McTeer, Jr.	803-943-4576
Board Chair	Mr. Eugene Jenkins, Jr.	803-943-0547

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Average
2007	Below Average	At-Risk
2006	Average	Good
2005	Average	Good
2004	Average	Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

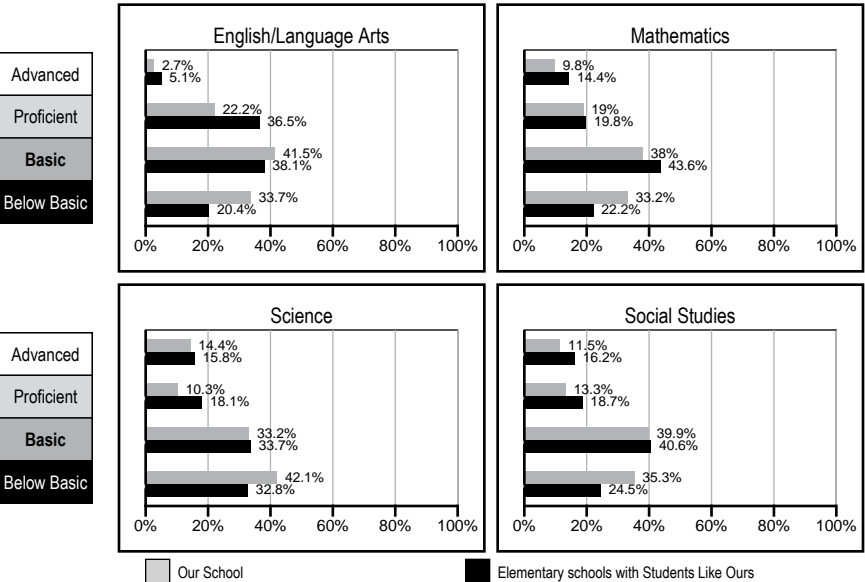
95.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	56	28	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=437)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.7%	Up from 0.5%	2.6%	2.3%
Attendance rate	95.9%	Down from 96.2%	96.3%	96.3%
Eligible for gifted and talented	9.0%	Down from 10.3%	10.5%	10.4%
With disabilities other than speech	9.2%	Up from 8.2%	8.7%	7.5%
Older than usual for grade	3.0%	Up from 2.3%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	58.6%	Up from 57.1%	57.8%	56.7%
Continuing contract teachers	82.8%	Down from 85.7%	80.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.7%	Up from 85.5%	87.8%	86.4%
Teacher attendance rate	94.6%	Up from 93.3%	94.9%	94.9%
Average teacher salary	\$44,729	Up 3.8%	\$45,509	\$45,345
Professional development days/teacher	12.5 days	Down from 14.3 days	12.5 days	12.6 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 19.9 to 1	18.4 to 1	18.5 to 1
Prime instructional time	89.1%	Up from 87.2%	89.8%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	91.8%	Down from 97.7%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,223	Down 2.4%	\$6,895	\$7,052
Percent of expenditures for instruction*	68.9%	Up from 68.0%	68.7%	69.1%
Percent of expenditures for teacher salaries*	64.9%	Down from 65.3%	65.0%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Hampton Elementary has continued to grow with the belief that every child should have the opportunity to achieve. During the school year, our students were instructed using researched based techniques and South Carolina educational standards. All of Hampton Elementary teachers are highly qualified and the staff includes teachers that have a PhD and National Board certification. To further assist with differentiation of instruction, teachers made use of student's scores on the Measurement of Academic Progress (MAP) test to identify individual strengths and weaknesses. Students also made gains in reading and math by taking advantage of the Academy of Reading and Math software available at school.

Our teachers and administrators provided opportunities for students to excel in fine arts as well as academics. The HES Dance Team performed for students and teachers, as well as winning 1st place at a state dance competition. 6th grade students have the opportunity to participate in chorus or band. Several students won poster/art contest, and one student's art work was even featured in a state wide calendar. To incorporate hands on activities, students take frequent educational field trips including a 3 day overnight experience to Barrier Island.

Parents are a vital part of helping student achievement at Hampton Elementary. With suggestions and input from a strong School Improvement Council, parents are able to be part of the decisions made at school. The Hampton Elementary PTO sponsored a Fall Festival that raised money for the school. In other efforts to involve the community, several local ministers visit the school to mentor students. The school and two local churches are also part of a 21st Century grant that provides an after school program for students.

This past year, Hampton Elementary was recognized as a Palmetto Showcase School by the state of South Carolina for closing the achievement gap and raising test scores. We would like to thank the parents and community for supporting Hampton Elementary.

Eric Robinson, Principal
Michelle Stanley, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	125	39
Percent satisfied with learning environment	73.9%	50.4%	68.4%
Percent satisfied with social and physical environment	82.6%	53.7%	66.7%
Percent satisfied with school-home relations	68.2%	71.0%	61.5%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 12 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Newly Identified
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.3%	0.0%	No
Student attendance rate	95.9%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	426	99.8	33.7	41.5	22.2	2.7	36.3	36.9	48.2	No	Yes
Gender											
Male	242	100	42.1	38.3	18.7	0.9	29.4	30.8	41.7	N/A	N/A
Female	184	99.5	22.3	45.7	26.9	5.1	45.7	44.1	55	N/A	N/A
Racial/Ethnic Group											
White	216	99.5	26.7	39	29.5	4.8	43.3	43.8	60	No	Yes
African American	201	100	42.4	44	13.1	0.5	27.7	30.6	31.7	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	45	100	88.9	11.1	0	0	2.2	5	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	61.5	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	254	99.6	41.5	44.4	14.1	0	23.7	28	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	426	100	33.2	38	19	9.8	38.3	34.6	45.8	No	Yes
Gender											
Male	242	100	34.9	37	17.9	10.2	36.2	34.7	45.6	N/A	N/A
Female	184	100	30.9	39.4	20.6	9.1	41.1	34.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	216	100	21.4	40	24.8	13.8	49.5	45.4	59	Yes	Yes
African American	201	100	47.6	36.6	11	4.7	23.6	24.6	26.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	45	100	80	17.8	2.2	0	4.4	8.4	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	92.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	254	100	43.2	37.3	16.2	3.3	25.3	25.7	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	281	99.6	41.9	33.3	10.4	14.4	24.8	26.2	35.7	95.9	95.3
Gender											
Male	163	99.4	44.7	28.9	10.7	15.7	26.4	28.5	37.4	95.5	95
Female	118	100	37.8	39.6	9.9	12.6	22.5	23.4	33.8	96.4	95.7
Racial/Ethnic Group											
White	144	100	29.8	34.8	14.9	20.6	35.5	36.8	49.2	95.5	94.7
African American	132	99.2	55.6	32.3	4.8	7.3	12.1	17	17	96.3	95.8
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	98.9	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	96.9	95.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.2	97.2
Disability Status											
Disabled	32	100	81.3	18.8	0	0	0	4.9	14	94.4	93.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	98.3	96.9
Socio-Economic Status											
Subsided meals	168	100	52.5	32.5	7.5	7.5	15	17.8	21.1	95.3	94.9

Social Studies

All Students	287	100	35.3	39.9	13.3	11.5	24.8	21.4	34	95.9	95.3
Gender											
Male	155	100	38	36	14	12	26	23.5	36.6	95.5	95
Female	132	100	32	44.5	12.5	10.9	23.4	18.9	31.3	96.4	95.7
Racial/Ethnic Group											
White	146	100	31.7	36.6	16.2	15.5	31.7	28.9	44.5	95.5	94.7
African American	135	100	40.8	45.4	10	3.8	13.8	13.4	19.1	96.3	95.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	98.9	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	96.9	95.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.2	97.2
Disability Status											
Disabled	29	100	69	27.6	3.4	0	3.4	5.5	14.4	94.4	93.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	98.3	96.9
Socio-Economic Status											
Subsided meals	169	100	44.4	40.7	9.9	4.9	14.8	13.1	21	95.3	94.9

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	152	98	35	40.1	23.4	1.5	24.8
	5	138	100	38.8	44	17.2	0	17.2
	6	143	99.3	28.3	42	24.6	5.1	29.7
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	142	100	33.1	38.1	26.6	2.2	28.8
	5	144	100	37.1	45	16.4	1.4	17.9
	6	140	99.3	30.5	41.2	23.7	4.6	28.2
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	152	99.3	34.8	37	13.8	14.5	28.3
	5	138	99.3	35.1	44.8	13.4	6.7	20.1
	6	143	100	28.1	33.1	25.9	12.9	38.8
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	142	100	36.7	37.4	14.4	11.5	25.9
	5	144	100	32.9	40	20.7	6.4	27.1
	6	140	100	29.8	36.6	22.1	11.5	33.6
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	152	98.7	43.5	35.5	13.8	7.2	21
	5	70	100	52.2	19.4	13.4	14.9	28.4
	6	71	100	50	26.5	14.7	8.8	23.5
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	142	100	41.7	32.4	9.4	16.5	25.9
	5	70	98.6	45.5	37.9	7.6	9.1	16.7
	6	69	100	38.5	30.8	15.4	15.4	30.8
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	152	98.7	43.5	39.9	8.7	8	16.7
	5	68	100	53.7	32.8	7.5	6	13.4
	6	72	100	28.2	29.6	21.1	21.1	42.3
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	142	100	42.4	41	7.2	9.4	16.5
	5	74	100	39.7	37	13.7	9.6	23.3
	6	71	100	15.2	40.9	25.8	18.2	43.9
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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